DOCUMENT RESUME

ED 043 961 72 EA 003 111

TITLE	Selected Bibliography of Yugoslav Educational Materials, Vol. 6, No. 1, 1970.
INSTITUTION	Yugoslav Inst. for Educational Research, Belgrade.
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-70-56018-1
PUB DATE	70
NOTE	50p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.60
DESCRIPTORS	*Bibliographies, *Education, *Foreign Countries

ABSTRACT

This bibliography on the Yugoslavian educational system is divided into the following topics: history and development of education, education research, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audiovisual aids, polytechnical education, physical education, problems in education, hostels, management and finance, legislation, and education statistics. Related documents include ED 026 893, ED 034 459, ED 131 109, and ED 037 730. (LLR)

ED043961

GE/115
PA 72
EA

TT 70-56018/1

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

Vol. 6, No. 1, 1970

EA 003 111

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Prepared, translated and published for the Office of Education of the Department of Health, Education and Welfare, pursuant to an agreement with the National Science Foundation, Washington D. C. by the NOLIT Publishing House, Terazije 27/II, Belgrade, Yugoslavia
1970

Vol. 6 No. 1 1970

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

Published by
NOLIT PUBLISHING HOUSE
1970

Prepared, translated and published for the Office of Education of the Department of Health, Education and Welfare, pursuant to an agreement with the National Science Foundation, Washington D. C., by the NOLIT Publishing House, Terazije 27/II, Belgrade, Yugoslavia
1970

Translated by
IRENE MIRKOVIĆ

Prepared by
THE YUGOSLAV INSTITUTE FOR EDUCATIONAL RESEARCH
Draže Pavlovića 15,
Belgrade

TABLE OF CONTENTS

I. History of Education 5
II. Education Research 6
III. Development of Education 6
IV. School Reform 11
V. Teacher Training and Teaching Staff 13
VI. Schools and Institutions 17
1. Preschool Education 17
2. Elementary Education 18
3. Secondary Education 20
a) Gymnasium 21
b) Vocational Schools 21
4. Higher Education 26
5. Adult Education 26
6. Education of Handicapped 28
7. Vocational Guidance 29
VII. Curricula and Syllabi 30
VIII. Audio-Visual Aids 33
IX. Motivation (Not in this issue) . . . . . —
X. Polytechnical Education 35
XI. Self-Education (Not in this issue) . . . . . —
XII. Physical Education 35
XIII. Problems in Education 37
XIV. Hostels 41
XV. Management and Financing 42
XVI. Legislation 46
XVII. Education Statistics 48

I. HISTORY OF EDUCATION

1. B. P.: 200 godina škole u Ivanić-Kloštaru (The 200th Anniversary of the Founding of the School in Ivanić-Kloštar), *Školske novine*, Zagreb, 1970, Vol. 21, No. 6, p. 12.

   The small town of Ivanić-Kloštar will celebrate this year the 200th anniversary of the founding of its elementary school. This school was opened in 1770 during the reign of Maria Teresa, when Ivanić-Kloštar was removed from the jurisdiction of the Zagreb bishops and joined to the Military Territory. The school had its own building which was made of expendable material. A new school building was constructed in 1858, where children from near and far attended (Lipovac, Čemernica, Sobočani, etc.). At first, the school had four classes, and later on — six. From 1770 to 1872 teaching was done in the German language, after which instruction was given in Croatian. In the period between WW I and WW II the school had four classes with 150—200 pupils. After the liberation of the country, the school developed rapidly and soon became an eight-grade school with more than 10 classes. In 1880 the school began to keep a chronicle which recorded significant information concerning the development of the school and events connected with the history of this town.

2. MILENKOVIĆ, Buda: Vukova spomen-kuća spaja se sa Vukovim i Dositejevim muzejem (The Vuk Memorial Home Is Joined to the Vuk and Dositej Museum), *Prosvetni pregled*, Beograd, 1970, No. 5, p. 1.

   At a meeting of the Republican Board for the Vuk Convention Celebration, held at the Cultural-Educational Community of Serbia, the day for this year's Vuk Convention in Tršić was determined. A decision was made for the publication of a bi-annual periodical entitled "The Vuk Convention." It was also decided to join the Vuk Memorial Home in Tršić with the Vuk and Dositej Museum in Belgrade for the professional management of this cultural monument. This year, as in years to come, a selling exhibit of books will be organized in a special "street of books" near the Convention stage. This will be followed by exhibits of rural architecture, ceramics, paintings, and ethnographs. It is also planned that Vuk Award winners hold literary evenings.

3. 70 godina od otvaranja prve hrvatske pučke škole u Puli (The Seventieth Anniversary of the Opening of the First Croatian National School in Pula), *Školske novine*, Zagreb, 20 January 1970, Vol. 21, No. 2, p. 12.

At the end of December of last year the seventieth anniversary of the opening of the first Pula Croatian national school was celebrated. The school was founded by the Society of Saint Cyril and Methodius for Istra at the end of 1898 as the government then in power did not want to open a school with Croatian as the teaching language. The Pula National School, opened in the community of Šijan, was the third school which this Society opened in Istra. The school operated up to the beginning of WW I, at which time all schools in this area were closed. When the Italians occupied Istra the work of all Croatian schools in this area was banned. The schools reopened during the National War for Liberation, and the Croatian school system experienced a renaissance following the liberation and annexation of Istra to Croatia and Yugoslavia. The tradition of this first national school in Pula was carried on by the "Neven Kirac" Elementary School which, by authority of a decision reached by Republican educational authorities, ten years ago, was proclaimed as an experimental school. Since that time, this school — as well as other experimental schools — has been carrying out various projects for the purpose of educational advancement.

II. EDUCATION RESEARCH

4. Eksperimentalno učenje stranog jezika od I razreda (Experimental Foreign Language Course for First-Graders), *Školske novine*, Zagreb, 1970, Vol. 21, No. 2, p. 8.

During the last few years two Belgrade elementary schools have been successfully implementing an experiment in foreign-language teaching in the first grade. This encouraged the City Assembly to pass a decision that several other elementary schools introduce foreign language classes in the first grade. At the present, 24 Belgrade elementary schools are holding such classes. Regionalization of these schools has been carried out by languages (English, French, German, Russian), and special syllabi have been elaborated for the teachers, as well as organized seminars. The Society of Yugoslav-French Friendship has been of great assistance in the implementation of this experiment.

III. DEVELOPMENT OF EDUCATION

5. FILIPOVIĆ, Dr. Nikola: Rad Pedagoškog društva SR BiH (The Work of the Educational Society of the Socialist Republic of Bosnia and Hercegovina), *Naša škola*, Sarajevo, 1970, No. 1—2, pp. 117—119.

The Educational Society of the Socialist Republic of Bosnia and Hercegovina celebrated the twentieth anniversary of its founding. Following the meeting held in honor of this occasion, the Assembly of the Educational Society was held. In a report submitted by the Executive Board the following tasks were set-up for the next period: a) direction of work on the further study of historical material on cultural-educational activities; b) to curb individual investigations and form teams which would work on different problems, either at various institutions or at the Educational Society; c) that professional meetings of Society members be held at least two to three times annually; d) greater efforts for the introduction and application of modern forms of educational work and innovations in the school system; e) that the organ of the Society — "Our Schools" — continue its positive role in the development and advancement of educational theory and practice; f) that cooperation between educational advisory councils and other educational-training institutions (Councils for the Welfare and Training of Children and Adolescents) be encouraged through the implementation of joint programs.

6. B. M.: Predvida se bogata aktivnost (Many Activities Are Planned), *Prosvetni pregled,* Beograd, 1970, No. 6, p. 3.

It may be seen from the work program adopted by the Assembly of Serbia that the Educational-Cultural Council will, up to July of this year, consider 36 themes and the issuance of 7 laws in the fields of education, science, and culture. Some of these themes are: analysis of the problem of the students' living standard and rationalization of the network of advanced education institutions and their activities; analysis of the condition of textbooks and other auxiliary literature for elementary and secondary education, with a report on the implementation of the Proposal on Textbooks made by the Educational-Cultural Council; analysis of types of gymnasiums and special gymnasiums — the development of special gymnasiums, their directional development, the opportunity for establishing pedagogical gymnasiums. The following themes are also planned for consideration: international cooperation in the fields of culture, science, and education; proposal of a long-term schooling program for foreign students; the social and national structure of secondary school pupils and university students; the position of education, science, culture, and physical culture in the mid-term plan for development of the Socialist Republic of Serbia; and the program for development of the financial bases of advanced education for the period 1970—1975.

7. Naloge naše šolske politike v mednarodnem izobraževalnem letu (The Tasks of Our School Policy in the International Education Year), *Prosvetni delavec,* Ljubljana, 1970, No. 4.

In February of this year the Group for Education, Culture, and Science of the Republican Conference of the Union of Civil Service Employees of the Socialist Republic of Slovenia deliberated the activity opportunities of different professional societies, institutions, and social organizations in the Republic in the course of 1970 — International Education Year. It was established that those aims set up in the United Nations General Assembly Resolution correspond to the aims set up by this Union in the Socialist Republic of Slovenia. Priority problems in general school policy which should be resolved in the Republic are: the material status and work content of educational institutions; rapid elimination of weakpoints in eight-year elementary education (especially the problem of drop-outs); methodology for personnel planning in educational institutions (it was stated that only very little attention has been paid to personnel problems); and then the problems of planned direction and scholarships for exceptionally talented pupils, preschool education, all-day care, free textbooks. The need for better-organized and more modern work with adults was emphasized.

8. PAVLOVSKI, Mile: Petdnevnata rabotna nedela vo ucilistata (The Five-Day School Week), *Prosveten rabotnik,* Skopje, 1970, No. 322.

The author of this article reports that the Municipal Board of the Union of Public Service Employees of Bitolj and the Institute for Education held a conference on introducing the five-day work week in elementary and secondary schools. It was emphasized that there exist both subjective and objective reasons for the introduction of the five-day school week, as well as a number of elements for and against this introduction. It was stated that the organization of this new work time brings to light the problem of all-day pupil care. However, this innovation should be considered as only an objective need which has arisen as the result of modern socio-political, economic, and cultural advances in our society. Some concrete forms and methods of introducing the five-day school week were presented. It was concluded that: the introduction of the five-day school week be carried out frontally and not only in places where suitable conditions already exist; syllabi and curricula be corrected; the material position of schools be improved; a detailed study be made of the conditions in those schools which possess objective opportunities for the introduction of the five-day work week by the Institute for Education.

9. Informacija o problematici izdavanja udžbenika i popratnog didaktičkog materijala i osnovno načelo za njihovu izradu (Information on the Problems of Publishing Textbooks and Accompanying Didactical Material, and a Basic Principle for Their Elaboration), *Prosvjetni vjesnik,* Zagreb, 1969, No. 9—10, pp. 160—161.

The Educational Council of Croatia adopted this Information in June 1969, and established a general principle for the elaboration of textbooks. The article presents the present condition and problems of publishing textbooks in Croatia. The procedures for obtaining and checking textbooks and accompanying material are described. This is carried out by the Croatian Institute for the Advancement of Elementary Education and the Croatian Institute for the Advancement of Vocational Education. The major publisher of textbooks and other printed material intended for school use is the specialized "Školska knjiga" Publishing House. The Information also cites present and future aims connected with the publication of textbooks and accompanying didactical Material in the Socialist Republic of Croatia.

10. Izveštaj o radu Prosvetnog saveta Socijalističke Republike Srbije u 1969. godini (Report on the Work of the Educational Council of the Socialist Republic of Serbia in 1969), *Prosvetni glasnik*, Beograd, 1969, No. 12, pp. 1499—1503.

The activities of the Educational Council were, for the most part, directed toward the following four areas: 1. The issuance of syllabi and curricula, and norms for space, equipment, and teaching aids for secondary schools; 2. The consideration of proposals for changes and supplements to present elementary school curricula and syllabi, and other problems relating to the educational work of elementary schools; 3. Approval of textbooks and consideration of proposals made by schools and other working organizations; 4. Improvement of the work methods of the Educational Council. This report describes the activities of the Educational Council in each of these four areas during 1969.

11. MRĐENOVIĆ, Momčilo: Pedagoški standard — uvjet za ostvarivanje jedinstvenog obaveznog osnovnog obrazovanja (Educational Standard — A Prerequisite for the Realization of Uniform Compulsory Elementary Education), *Školske novine*, Zagreb, 1969, No. 22.

In reviewing the Draft of the Law on Financing Education in the Socialist Republic of Croatia, the author of this article points out that in the discussion on the Draft the need was expressed to provide a uniform educational program for all children in elementary schools in the Republic. Namely, due to widely differing material and staff conditions, the uniform syllabus and curriculum constructed in 1959 (and corrected in 1964) were not, in their entirety, given in norm contents (they were partially given orientationally). This left the schools and teachers freedom to select concrete contents and determine range of subject-matter. Beginning with the assumption that uniform compulsory elementary education requires the elaboration of an educational standard, the author

goes on to describe the conditions for its preparation and realization.

12. MIRALEM, Asim: Planiranje kadrova i obrazovanja (Planning Cadres and Education), *Naša stručna škola,* Beograd, 1970, No. 1, p. 2.

On the initiative of the Federal Council for Education and Culture, the Institute of Political Studies at the School of Political Science of the University of Belgrade organized a meeting in Opatija from 8 to 12 December 1969 on the theme: "Planning Cadres and Education under Conditions of a Goods Economy and Self-Government." This gathering, which was attended by more than fifty scientific and public service personnel, was called for the purpose of making an overall analysis of the condition, needs, and opportunities in this area and to clarify how scientific methods can solve the problem of planning cadres and education under self-government conditions. In the discussion, which was held on the basis of nine submitted reports, it was emphasized that the most important task in planning cadres and education is to uncover weakpoints in the present system of education and to propose measures which will provide for its more effective functioning.

13. MARČINKO, Đurđa: Petnaestogodišnje iskustvo (Fifteen Years of Experience), *Školske novine,* Zagreb, 1970, p. 9.

The author of this article presents the results of fifteen-year work on the preparation of all-day care in Croatian elementary schools. This activity began in the Elementary Experimental School in Jordanovac fifteen years ago. In the last three years, however, all-day schools have enjoyed a greater expansion on the territory of Croatia. The author then presents the work results of the all-day Elementary Experimental School in Jordanovac, pointing out that the pupils spend about nine hours daily in school. This connection of the structural elements of all-day care enables the development of a training program which is realized through cooperation of the teachers' council, Pioneer organizations, and school technical personnel — in other words, the entire school collective. The training program has elements of intellectual, esthetic, physical and health training, as well as moral and work training.

14. Međurepubličko savetovanje o vrednovanju rezultata rada škola (Inter-Republican Symposium on Evaluation of School Work Results), *Prosvetni pregled,* Beograd, 1970, No. 1, p. 7.

The Council for Elementary Education and Teacher Training of the Socialist Republic of Serbia, in cooperation with the Yugoslav Institute for Educational Research and Republican educational advisory councils, organized the Inter-Republican Symposium on Evaluation of School Work Results — held in Vrnjačka Banja. It was established at the Symposium that the

evaluation of school work results in Yugoslavia, after a relatively long period of individual and practical attempts, has enjoyed a very rapid rise in the last two years. In the 1968—69 school year, 59% of the elementary schools in Serbia were evaluated, in Croatia — 56.9%, and experimental checks were made in Macedonia. In some other republics, preparations are in progress for the application of evaluation during the next year. It was emphasized, among other things, that it is necessary to intensify activities on the preparation of educational standards and concretization of syllabi content in order to ensure a more effective and higher quality educational process and, simultaneously, more successful work on evaluation of school work results.

15. TOMIĆ, Svetomir: Kruševac — Skupština Međuopštinske zajednice osnovnih škola (Kruševac — Assembly of Inter-Municipal Elementary School Communities), *Prosvetni pregled,* Beograd, 1970, No. 9, p. 5.

After one year of successful work by the elementary school communities of the municipalities of Kruševac, Aleksandrovac, Trstenik, etc., the regular Inter-Municipal Elementary School Community Assembly was held. Of 49 complete elementary schools in this area, 39 are members of the Inter-Municipal Community and the remaining 10 have applied for membership. This decision was made by school collectives as they anticipate joint action in solving the problems of organization of school network, modernization of the teaching process, and the position of educators. The discussion concerned problems connected with the application of the Regulation on Elementary School Teaching Staff, creating opportunities for financial assistance for educators taking part-time studies in order to improve their professional qualifications, the position of special schooling for children, the organization of all-day care, etc.; a significant place in the discussion was given to the material position of education personnel.

IV. SCHOOL REFORM

16. PODGORSKI, Ivica: Na putu od državne do samoupravne škole (From State to Self-Governing Schools), *Pogledi i iskustva u reformi školstva,* Zagreb, 1969, No. 4, pp. 1—9.

At the end of the 1968—69 school year in the Socialist Republic of Croatia the experimental complex system of evaluating the work of elementary schools was first applied. In this connection, qualitatively new social and educational problems have appeared in the development of education, both in the evaluation of school work as one of the elements of new socio-economic relations, and in the development of the self-governing school. In this article, the author first treats education in the

light of new socio-economic relations. It is stated that the progressive forces in schools are more decisively demanding changes in the present social position of schools, insisting upon more rapid realization of self-governing socio-economic relations where working organizations in the field of education will enjoy the same position as other working organizations. The second part of this article describes the manner in which the establishment of work results in schools was approached in Croatia. At the end of the 1968—69 academic year, the complex system of evaluation of elementary school work was experimentally implemented, for the first time, in 56 Croatian municipalities. At the end, the author answers questions as to what can be expected from this evaluation of school work when the system is applied consistently to all schools, economic consequences, etc.

17. NEDELJKOVIĆ, Čedo: Nova škola (The New School), *Naša stručna* škola, Beograd, 1970, No. 1, pp. 7 and 8.

At the end of December 1969 a conference was held of Belgrade youth where these young people had the opportunity to express their opinions on school improvement. Among other things, it was stated at this conference that syllabi should be coordinated with the plans for social development, and should be sufficiently elastic so that changes in them could be made on the initiative of schools, the economy, and other social factors. It was also mentioned that elective subjects should be introduced for talented pupils. It was emphasized at the conference that there should be no dilemma about whether or not specific types of secondary schools should train youth for studies or for production. This type of categorization should not be the basis for syllabus-oriented teaching as the modern secondary school should prepare adolescents for specific occupations and studies.

18. FILIPOVIĆ, Dragomir: Na domaku rezolucije o obrazovanju i vaspitanju (Nearing a Resolution on Education), *Naša stručna škola*, Beograd, 1970, No. 1, pp. 3—4.

This article describes the course of work on the elaboration of a new Federal document on education which will soon be adopted by the Federal Assembly. This new Federal document on education is in the form of a resolution, and not a law. When the resolution is adopted, all legislative work in the field of education will be carried out in the spirit of this document and in the framework of its intentions, which are expressed in specific stands on different trends and problems concerning the further development of educational activities. This resolution on education is of exceptional value as it destroys the outdated, narrow borders of the school system and, at the same time, offers numerous opportunities for massive and continuous education.

V. TEACHER TRAINING AND TEACHING STAFF

19. ČORDAŠIĆ, Milan: Stručno usavršavanje i više od toga (Further Professional Training), *Prosvetni pregled,* Beograd, 1970, No. 6, p. 7.

The Educational Advisory Council of the City of Belgrade has been devoting a great deal of attention in the past few years to the professional elevation of teachers. Various forms of work are used for this purpose: discussions, lectures, shorter and longer seminars, part-time studies, study trips at home and abroad, etc. One-year seminars have proven to be very useful for professional and educational advancement. They are organized by didactical-methodological subject-classrooms for grade teaching and almost all instructional subjects, and several hundred teachers have already finished seminars. One day a week the participants are free to listen to the lectures of leading experts. At the end of the seminar, the Educational Advisory Council organizes a study trip for additional knowledge and as a refresher course. The Council also organizes trips to foreign countries, of which there are two forms: through cooperation with the Federal and Republican Commissions for Foreign Cultural Relations visits are made to other countries on an exchange basis; the other form of travel is organized by tourist agencies.

20. Za visokoškolsko obrazovanje nastavnika (For Advanced Teacher Education), *Školske novine,* Zagreb, 1969, No. 22.

On the occasion of the fiftieth anniversary of the Teachers' Training College in Zagreb, the author of this article held a talk with the teachers at this institution on several important problems of educating elementary school teachers, on the experiences of this institution (the oldest in Yugoslavia), and on its future policy in light of the need to adapt the education of teaching staff to the increasingly dynamic society, to scientific and educational development. The author states that the elementary school reform is a long-term process which demands well-educated teachers and pedagogs, nursery school teachers and researchers, creative organizers of the teaching process, and trained experts capable of transmitting scientific facts. The members of the College collective who participated in this discussion, with the Dean at the head, stated — among other things — the following: that two-year schooling at the College represents a step backward; the professional part of the two-year syllabus is very restricted while scientific research work is entirely neglected. The teachers are therefore faced with the dilemma of how to satisfy requirements for professional and pedagogical education; that there is an insufficiency of training aims; that the elementary school requires a reform of College studies but that the College, since

its founding, has always been of secondary importance; that the College has the qualities necessary to develop into a university-level teacher training school; and that in the course of the reform this school should become a scientific research institution in addition to a teacher training school.

21. Novi centri PA Čakovec (The Čakovec Teacher Training College Opens New Centers), *Školske novine*, Zagreb, 1969, No. 22.

The author of this article informs us that the Čakovec Teacher Training College opened new centers for part-time studies in Bjelovar, Djurdjevac, and Koprivnica this year. However, for this school year, only the group for grade teaching was opened at these centers. In Čakovec part-time students can enroll in all groups set-up for full-time students (grade teaching, Serbo-Croatian-English language, mathematics-physics, art education, physical training). This year, 100 full-time students enrolled at the Čakovec Teacher Training College.

22. ŠURLAN, Dragomir: Osnovano društvo industrijskih pedagoga Jugoslavije (The Founding of the Society of Industrial Educators of Yugoslavia), *Prosvjetni list*, Sarajevo, 15 January 1970, Vol. 19, No. 349—350, p. 8.

At the end of last year a meeting was held in Rijeka for industrial educators from all over Yugoslavia, at which time a decision was made to form a Society of Industrial Educators. The founding of this Society symbolizes the climax of a period begun in 1953, when the Higher Vocational-Educational School in Rijeka was opened, when — for the first time in Yugoslavia — the subject of "Industrial Education" was introduced. Later, in 1962, a study group for industrial education was founded on the secondary school level, and at the beginning of 1965 the first industrial educators received their diplomas. Today, there are about 300 highly specialized industrial educators working in various institutions throughout Yugoslavia. The Statute of the newly-founded Society envisages the following tasks: the Society of Industrial Educators is a scientific-professional organization formed for the purpose of advancing industrial-educational theory and practice in the field of education, in dependence upon the industrial-technical and socio-economic development of our society. The Society should include all cadres engaged in industrial-educational theory and practice and should function in a highly organized manner.

23. PETROVIĆ, Ružica: Učiteljske škole bez prvih razreda (Teacher Training Schools without First Grades), *Prosvetni pregled*, Beograd, 1970, No. 6, p. 1.

The Executive Board of the Republican Educational Community decided that, beginning with the next academic year,

enrolment of pupils in the first grade should be suspended. The issuing of the Republican Law on Teacher Training Colleges has gone into its final phase — the Assembly of Serbia is expected to shortly adopt the final legal text. With this, the reform of education for lower-grade teachers will go into effect. The question is raised as to how many educational schools should be suspended and how many should be transformed into teacher training colleges. According to the estimations on the number of teacher training colleges needed, it is believed that five schools training lower-grade teachers should be transformed into colleges, and two be changed into schools for educating nursery teachers as the need for this profile is ever-increasing. The one school of this kind in Belgrade is barely able to train enough teachers to cover the needs of the city. The need to resolve the destiny of the other schools training lower-grade teachers is also emphasized.

24. ŠESTAK, Viktor: Radno vrijeme nastavnika (Work Time of Teachers), *Školske novine*, Zagreb, 20 January 1970, Vol. 21, No. 2, p. 9.

As the author believes that the present Law on Elementary Schools has not uniformly regulated the problem of work time of teachers, which has resulted in a situation where some teachers are overburdened with a high number of weekly work hours, this article speaks in favor of making changes and supplements to the Law in order to eliminate present weakpoints. The educational norm in the present Law regulates 22 hours weekly for regular and additional subject teaching and 20 hours more for other jobs, while the number of hours for grade teachers is envisaged by the weekly teaching curriculum. However, experience has shown that these provisions discriminate against grade teachers and teachers of certain subjects which necessarily contain written work (native language, foreign language, mathematics). The educational norm should be 22 hours weekly for all first- to eighth-grade teachers, or 18 hours for teachers of the abovementioned subjects. A group of educational experts (theoreticians and practicians) should prepare a norm for the so-called "accompanying jobs," i.e., how many hours should be recognized for teaching preparation, keeping school records, care of subject classroom, for grade adviser responsibilities, etc., fulfilling the work norm of 42 hours weekly.

25. ADAMOVIĆ, Tomislav: Osnovano Društvo industrijskih pedagoga Jugoslavije (The Founding of the Yugoslav Society of Industrial Educators), *Naša stručna škola*, Beograd, 1969, No. 12, p. 3.

Under the sponsorship of 15 larger working and other organizations and institutions, the Founding Assembly of the Yugoslav Society of Industrial Educators was held on 5 and 6 December 1969 in Rijeka. The Assembly was of two-day duration

and the items on the agenda were covered on the first day in the form of a symposium, and on the second — as part of the assembly. Almost two hundred graduate industrial educators, as well as other experts engaged in educational policy, were in attendance. Current problems of industrial-educational theory and practice were deliberated at the symposium. The Assembly issued decisions on the founding of the Society and its statute, the draft of which had earlier been sent to interested individuals and collectives for study and criticism. The article goes on to discuss the reasons which led to the associating of industrial educators, and the professional and social development of the Society.

26. Sručno usavršavanje (Further Professional Training), *Školske novine*, Zagreb, 1969, No. 22.

The teachers of the "Mojica Birta" Elementary School have again this year began their group work by discussing current teaching problems in lower grades. Two such group meetings were held up to the middle of December (1969), both of which have proven extremely useful. In addition to professional knowledge, it is very important that the teachers enrich their cultural and social activities as this undoubtedly influences training measures in the teaching process.

27. BARISIC, Sveta: Osposobljavanje i usavršavanje nastavnika stručnih škola u Srbiji (Training and Further Training of Vocational School Teachers in Serbia), *Naša stručna škola*, Beograd, 1969, No. 12, p. 7.

For more than seven years the Institute for Vocational Education of the Socialist Republic of Serbia has been systematically working on the training and further training of vocational school teachers. During this period more than 10,055 teachers have taken part in various forms of training. In 1969 the Institute organized 24 methodological-professional workshops and 10 seminars for more than 1065 teachers of the following subjects: stock-breeding, fruit and wine-growing, biology, agricultural mechanization, political economy, bookkeeping, business economy, stenography, typing, etc. The Institute has given special attention to training new teachers, and for this purpose it elaborated a special work program in this area. It is noteworthy that the work content of the seminars, and especially that of the workshops, was compiled by teachers and supervisors themselves — in close collaboration with Institute advisors. The lecturers were university professors and economics experts. In addition to the regular seminars, the Institute also organized a series of extra seminars treating the problems of application of new syllabi and curricula, the study and evaluation of application of syllabi and curricula, as well as problems concerning application of the Law on Secondary Education.

28. OBRADOVIĆ, Dragan: Seminari za prosvetne radnike na širem smederevskom području (Seminars for Educators from Smederevo and its Vicinities), *Prosvjetni pregled,* Beograd, 1970, No. 5, p. 8.

During the winter holidays the Inter-Municipal Council for the Educational Advisory Service in Smederevo organized courses and seminars for elementary and secondary school teachers from the area of Smederevo and its vicinities. About 1200 educators attended these seminars and courses, where they had the opportunity to hear lectures on 56 different themes. The lecturers were Belgrade University professors and members of scientific institutes. These traditional seminars for the professional-methodological further training of teachers has been enriched by special courses for secondary school teachers who did not have the opportunity during university studies to gain necessary knowledge in the areas of education and didactics.

VI. SCHOOLS AND INSTITUTIONS

VI. 1. Preschool Education

29. Zaključci o merama za razvoj predškolskog vaspitanja (Decisions on Measures for the Development of Preschool Education), *Prosvetni glasnik,* Beograd, 1969, No. 12, p. 1490.

The Educational-Cultural and Social-Health Councils of the Assembly of the Socialist Republic of Serbia in November 1969 adopted decisions on measures for the development of preschool education in the Republic of Serbia. It is stated in the decisions, among other things, that in the system of financing investments it should be insisted upon that the municipalities, and especially economic and other organizations, significantly increase their participation in provision of necessary funds. The educational communities should finance the basic activity of preschool institutions and invest funds in the expansion of their network. In the interest of offering more effective health care in preschool institutions, instructions which will regulate the organization and extent of care should be more rapidly brought about. It is necessary to prepare a more concrete plan of development for preschool institutions in the Socialist Republic of Serbia, by regions, and efforts should be made to accelerate the development of these institutions in highly developed areas where the concentration of employed population is greater. A proposal should also be prepared for more modern organization of professional services in the area of preschool education.

30. KNEŽEVIĆ, Marija: Mlađa, srednja i starija grupa u dječjem vrtiću (Younger, Intermediate, and Older Groups in Nursery School), *Školske novine*, Zagreb, 20 January 1970, Vol. 21, No. 2, p. 8.

The author of this article attempts to prove the pedagogical justification of classifying nursery school children into age groups. Under exceptionally good conditions, the following three groups exist in these preschool institutions: the younger group includes children from three to four years of age; the intermediate group — children from four to five years of age; and the older group — children from five years of age to time of elementary school enrolment. This division enables high-quality educational and training work as the results of recent investigations have shown that great differences exist in the psychophysical development of preschool-age children. It is therefore understandable that preschool educators recommend the grouping of children by age and critically view the formation of so-called mixed groups composed of children of different ages. These mixed groups are characteristic of the initial development of preschool institutions. Today, however, they are necessary due to either inadequate space or small number of children (in small locations). According to Yugoslav norms, the younger group can contain up to 25 children (requiring the simultaneous work of a teacher and teacher's aide), as can the intermediate group, while the older group can be composed of as many as 30 children.

VI. 2. Elementary Education

31. VUČELJIĆ, Svetislav: Polugodišnji bilans ivangradskih osnovaca slabiji od prošlogodišnjeg (Mid-Year Results of Ivangrad Elementary School Pupils Poorer Than Those of Last Year), *Prosvjetni rad*, Titograd, 1970, Vol. 19, No. 3—4, p. 4.

On the basis of statistical data on pupil achievement at the end of the first semester in 11 elementary schools in the Municipality of Ivangrad, it may be seen that the percentage of pupils with a positive achievement is 60.57%, which is 1.08% less than that of last year. Although the general achievement of pupils is low, this difference is not as great as it may seem if we keep in mind that teaching during this semester was carried out under very difficult conditions. There were several reasons for this. An epidemic of grippe led to a suspension of schoolwork at a time when highest pupil activity was anticipated. The number of pupil absences in relation to last year was higher by 23,483 lessons, and at the end of this term it reached a figure of 157,787 lessons — which means that every pupil was absent for an average of 17 lessons. The number of teacher absences was 1604, or each teacher was absent for an

average of five days. A greater number of schools did not open on time due to additional building or adaptation of school space, and this was reflected in general pupil achievement.

32. Drugo republičko savetovanje o produženom radu učenika osnovne škole (The Second Republican Conference on All-Day Care for Elementary School Pupils), *Školske novine*, Zagreb, 1970, No. 6, p. 1.

The longer workday for employed parents which resulted from the introduction of the five-day work week, and thus the extension of time when children are without supervision and aid in studying, caused parents and social factors engaged in child welfare to seek the resolution of this problem in the elementary school. A great number of elementary schools in Zagreb, Rijeka, and Pula have maximally utilized their material and staff capacities and, with the aid of the social community, have organized training-educational activities which we call all-day pupil care. On the initiative of the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia, a gathering was held od 156 teacher all-day care leaders, school pedagogs, elementary school principals, educational advisers, professors at teacher training colleges, etc., so that they could exchange experiences in the organization and direct work with all-day pupil care. This Conference was held on 9 and 10 February 1970 in Zagreb. The theme of the Conference included organizational and educational-methodological problems of all-day care. Among other things, it was decided that the Republican Institute and the Republican Community of Elementary Schools prepare a proposal for training teachers for all-day care work.

33. Ž. Z.: Metodski centar za kombinirana odjelenja (Methodological Center for Combined Classes), *Školske novine*, Zagreb, 1969, No. 22.

In the endeavor to continue the modernization, rationalization, and intensification of the entire teaching process, the idea came into being to organize the Methodological Center for Combined Classes in the Pula Community. The regional school in Šišan was selected as the seat of this Center, and on 23 October 1969 a meeting was held of all teachers of combined classes. The teachers spent the greater part of their time at this meeting on problems of planning and implementing the contents of individual subjects. Special attention was given to a new method of elaborating mathematics in the first four grades. This group also deliberated material for a model classroom with modern equipment, teaching aids, etc., for regional schools. It was proposed that this material be presented at a meeting of the group director and the educational community, and that work be started on its realization. It was stated at the end of the article that this is a good example of how work

organization can successfully resolve problems in combined classes.

34. PAVIĆ, Vladimir: Pred reorganizacijom benkovačkog osnovnog školstva (Reorganization of the Benkovac Elementary School System), *Školske novine*, Zagreb, 1970, No. 4.

The Municipality of Benkovac has at total of 46 elementary schools: 9 central and 37 regional. However, while some of them have up to 50 pupils in a class, others have 15 or 17—20. This means that the former schools exceed legal norms while the latter have only a minimal class composition. There are 12 regional schools in this Municipality: four teach up to the fifth grade, and eight schools — up to the eighth grade. Of the many negative consequences which result from this, increased costs and poor quality of education are only two. Solutions must be found for at least some of these problems, primarily be reorganization of the present network of elementary schools in this poorly developed Dalmatian municipality.

VI. 3. Secondary Education

35. STANIĆ, Božidar: Osnovan školski centar u Pakracu (The Founding of the School Center in Pakrac), *Školske novine*, Zagreb, 1970, No. 2.

The working collectives of the Gymnasium and School for Apprentices in Pakrac have decided to integrate into a new School of General Education, which is expected to open in the 1970—71 academic year, thus forming a unified school center. The purpose of this unification is manyfold: a school center will better satisfy the needs of the economy, it will enable a broader and more complete source for further education of graduates, financed will be pooled, the qualification structure of the employed will be improved, and thus the level of teaching in all three educational units will be advanced. The School Center will have three buildings: the present Gymnasium, the School for Apprentices, and the building of the former Academy of Education — in which the School for General Education will be accommodated.

36. ILIĆ, Krešimir: Matematička olimpijada — poticaj za mlade matematičare (A Mathematics Olympics — Encouragement for Young Mathematicians), *Školske novine*, Zagreb, 1969, No. 10, p. 11.

This year the traditional XIth Contest for Young Mathematicians was held for Croatian secondary school pupils. The Contest was organized by the Institute for the Advancement of Vocational Education of the Socialist Republic of Croatia, the Society of Mathematicians and Physicists of the Socialist Republic of Croatia, and the Republican board of the "Science for the Young" movement. The Contest itself was managed by

the Republican Commission for the Mathematics Contest for Croatian Secondary School Pupils. During December the pupils held matches in their own schools, and then qualification contests were held simultaneously on 23 February in 24 different locations throughout Croatia, with the participation of 1000 pupils from 37 schools in Croatia. The Contest was held in accordance with the Regulation, and the problems were composed by a Republican Commission. The solutions were sent to a Republican Commission in Zagreb which determined the criteria and then invited 78 pupils to Zagreb for the Republican Contest: from the first grade — 24 pupils; from the second — 25; from the third — 10; and from the fourth grade — 16 pupils. For first prize at the Republican Contest, which was awarded to four pupils, it was necessary to solve 90% of the problems; for second prize, which was awarded to five pupils, 80—90%; and 8 third prizes were awarded to pupils who correctly solved 70—80% of the problems.

VI. 3a. Gymnasium

37. HADŽIĆ, M.: Vrijedan kolektiv male gimnazije (A Hard-Working Collective in a Small Gymnasium), *Prosvjetni list*, Sarajevo, 1969, No. 348.

The author of this article describes the results of work by the Gumnasium in Donji Vakuf. This gymnasium was opened in September 1963 as a branch class of the Bugojno Gymnasium. However, the need was rapidly indicated for separation from the mother school and, after persistent demands, the gymnasium finally became autonomous. At the beginning there were problems connected with space, teaching staff, and equipment, but the school very quickly worked its way up to among the top ten in Bosnia and Hercegovina. This indicates that the youngest school in this city has proven itself to be firmly established and well-run. This was contributed to by all the members of the collective, who even renounced an increase in salary in order to pay off debts incurred for development of a library, subject classrooms, etc.

VI. 3b. Vocational Schools

38. RISTIĆ, Desimir: U Tehničkom školskom centru u Kruševcu počelo školovanje mladih kozmetičara (The Technical School Center in Kruševac Has Begun Training for Young Cosmeticians), *Prosvetni pregled*, Beograd, 1970, No. 1, p. 7.

The Technical School Center in Kruševac has begun training the first generation of future cosmeticians. Forty pupils are

attending classes at a special department of this school. The schooling, which is of three-year duration, was initiated by the "Merima" Chemical Industry. A syllabus and curriculum already exist but changes will be made in the course of the year to precisely as possible include all the demands for better professional training for this new occupational profile of the Kruševac chemical industry. Adequate teaching staff are available. Pupils graduated from this school will receive a diploma indicating completion of secondary vocational education. "Merima" has agreed to accept these pupils for their practical work and will take responsibility for their employment when they receive their diplomas, the first of this kind in Kruševac.

39. JERKOV, Milan: Usvojeni normativi za srednje škole ekonomskog usmerenja u Srbiji (Norms Adopted for Secondary Schools of Economics in Serbia), *Naša stručna škola,* Beograd, 1969, No. 12, p. 4.

At a meeting held on 26 November 1969, the Educational Council of Serbia adopted norms for school space, furniture, and teaching aids for economics, commercial, tourist, office skills, administrative, and financial schools. These norms envisage the conditions necessary for work — the material and teaching aids with which the schools must be equipped — school space, furniture, and aids, factors which must be planned in such a way that their utilization be rational and socially justified. The article exhaustively treats the proposals for these norms.

40. ČURIĆ, M.: Novi nastavni program srpskohrvatskog jezika sa osnovama umetničkog obrazovanja u stručnim školama u Srbiji (The New Syllabus for the Serbo-Croatian Language with Bases of Art Education in Vocational Schools in Serbia), *Naša stručna škola,* Beograd, 1969, No. 12, p. 6.

The requirement that teaching syllabi and curricula for vocational schools be coordinated with the Law on Secondary Education by 1971 was a good opportunity to make essential changes in the syllabi of some subjects, as well as to modernize and supplement them with recent scientific achievements. The syllabus for Serbo-Croatian language and literature with bases of art education has also undergone certain changes. It now has the form and structure long-suggested by the practice of many vocational schools. In the article, the author treats this subject in detail.

41. SANDIĆ, Tomislav: Sastanak Zajednice škola hemijsko-tehnološke struke Srbije (Meeting of the Community of Chemical-Technological Schools in Serbia), *Naša stručna* škola, Beograd, 1969, No. 12, p. 4.

On the initiative of the Chemical-Technological Technical School in Belgrade, the Community of Chemical Technological

Schools has been organizing contests for the past few years for chemical-technological school pupils in the areas of general and inorganic chemistry. These contests rapidly expanded beyond the borders of Serbia and became an all-Yugoslav contest with the participation of foreign teams. In addition to the experiences obtained with this form of school work, the article also describes a meeting held by the School Community and the problems discussed there. Among them were: studying the syllabus and curriculum; the problem of vocational, methodological-pedagogical, and psychological further training for teaching staff in chemical-technological schools; the problem of holding contests for the pupils of these schools; and a discussion with the director of the Council for Vocational Education of Serbia on the practical application of school legislature.

42. JERKOV, Milan: Usvojeni su novi nastavni planovi i programi za ekonomske, komercijalne i turističke škole (Adoption of New Syllabi and Curricula for Economics, Commercial, and Tourism Schools), *Pedagoška stvarnost,* Novi Sad, 1970, No. 1, pp. 25—33.

The Educational Council of the Socialist Republic of Serbia adopted proposals for syllabi and curricula for economics, commercial, and tourism schools submitted by the Institute for Vocational Education of Serbia — on the basis of a report by the Commission for Economics Education of the Educational Council. The mutual characteristic of the syllabi and curricula is coordination with the bases of secondary education — which means the introduction of some new general education knowledge which was not earlier available in these schools; this primarily relates to the natural sciences, and physics and biology have been introduced as new teaching disciplines. New knowledge in health training and specific technical education is also taught. Changes have been made in the titles of certain subjects in all three curricula, as well as in the contents of some subjects. Serbo-Croatian language and literature is now called Serbo-Croatian language and literature with bases of art education. Material from the field of esthetic culture has been added to this subject, and the lesson fund has been increased from 13 to 14. In all curricula the lesson fund for foreign languages has been increased from 10 to 12. A new subject has been introduced in the first and second grades — art appreciation — with one lesson weekly. The subject of political economy with the economic system of Yugoslavia has also received a new name: bases of political economy with Yugoslav economics. Typing and office skills has been changed to simply office skills. The lesson fund for mathematics has been increased from 12 to 14. The subject of law has been divided into two disciplines: the Yugoslav social order and economic law.

43. PETROVIČ, T.: Rasadnik odličnih tehničara (Excellent Technicians), *Prosvetni pregled,* Beograd, 1970, No. 2—3, p. 3.

The "Nikola Tesla" Electrotechnical School in Belgrade has 2200 full-time and 300 part-time pupils and a teaching staff of 144, of which almost half are engineers. This complete electrotechnical school with three departments — electroenergy, radio, and telecommunications — was formed 15 years ago when it combined the pupils of the Technical School (founded in 1924) and the School for Radio Technicians in Batajnica (founded in 1948). Elementary school graduates with high scholastic achievement enroll in this school: of 480 first-grade pupils, two-thirds completed elementary school with an average of excellent; only 5% had an average of satisfactory, and the rest — good. Of 427 pupils who took final exams, 129 passed with excellent achievement, 156 with good achievement, and only one pupil failed. Four of the pupils of this school received the Vuk Award. In addition to the fact that the quantitative composition of the pupils affects achievement, this is also contributed to by the highly professional teaching staff. All the teachers have the training necessary to teach their subject; also, in the course of the last academic year one-fourth of the teachers were engaged in organized forms of further training, and 14 enrolled for graduate studies.

44. GLOGOVSEK, Drago: Razvoj poklicnih šol za kovinarsko stroko in avtomehanike v Mariboru ter predlogi za racionalizacijo vzgojno-izobraževalnega dela (Metal Trade and Auto Mechanic Schools in Maribor), *Vzgoja in izobraževanje,* Ljubljana, 1970, No. 1, pp. 10—19.

This article represents an abstract from a larger report on metal trade and auto mechanic schools in the Municipality of Maribor. The contents of the report is divided into three parts. The first cites the sources of the information in the report, and the second analyzes the number of schools and pupils in Maribor, by occupations. The third part gives proposals for the rationalization of educational-teaching work in metal trade and auto mechanic schools in Maribor, Ptuj, and Slovenska Bistrica. At the end of the article, a description is given of the tasks of the schools in implementing the measures envisaged for rationalization of educational work in these schools.

45. MILIVOJČEV, M.: Obrazovni pogon građevinske operative Makedonije — projekt OUN (Construction Machine Center in Macedonia — A United Nations Project), *Naša stručna škola,* Beograd, 1969, No. 12, pp. 5—6.

The author of this article describes the Construction Machine Center for educating construction workers in Skoplje, which is actually an educational plant for construction works in Macedonia as it satisfies 80% of the educational needs for these jobs.

It should be emphasized that this Center is also a United Nations project, and that specialized educational institutions and experts are becoming increasingly interested in the progress of work at this Center. The author goes on to speak of the founding and organization of the Center, whose work can be grouped into the following categories: a) education according to socially verified syllabi; b) vocational training for specific jobs; c) specialization of personnel for construction mechanization, and d) education for on-the-job technical protection. Of course, the Center also organizes other types of education for which construction enterprises and other factors are interested. Each of the abovementioned forms of education are treated exhaustively in the article.

46. ANDRILOVIĆ, Vlado: Programirano učenje radnih vještina (Programmed Instruction in Working Skills), *Andragogija,* Zagreb, 1969, No. 6—8, p. 34.

Beginning with the fact that in educating personnel for industry there is a chronic lack of trained instructors for practical training, as well as adequate supplies in equipped classrooms, the author attempts to establish whether or not, and how, it is possible to improve the present condition by introducing programmed instruction in the mastering of working skills. After first explaining the bases of programmed instruction in working skills, the author describes an experiment (organized at the Metal Trades School Center in Zagreb) which made use of a programmed manual for gaining skills in slide-rule measuring (the manual was compiled with the professional aid of practical training teachers at the Center). The results of the experiment showed: 1. no differences were established in the educational results obtained (both groups, experimental and control, received about 65% of possible points on the test); 2. the experimental group used about 53% of the time necessary for the group which received traditional instruction; 3. the programmed manual is suitable for independent (self-educating) work.

47. MILIVOJČEV, B.: Savez sindikata o učenicima škola za kvalifikovane radnike (League of Unions on Pupils at Schools for Skilled Workers), *Naša stručna škola,* Beograd, 1970, No. 2, p. 1.

The Commission for Social and Ideological-Political Problems of Education, Science, and Culture and the Council of the League of Yugoslav Unions considered the socio-economic position of pupils attending schools for skilled workers. The socio-economic position of these pupils was deliberated on the basis of investigations which showed that the financial abilities of family and environment, and not real capability, were the bases upon which pupils selected schools for skilled workers. In the document which was adopted at this meeting, of the Council of the League of Unions, it is stated that actual prac-

tice in the educational system does not allow all pupils to be influential in their work environment. Attention was then given to the establishment of a system of education which would enable advancement on all educational levels. The low level of pupil self-government was pointed out and aid was sought from the Union for development in this area. The conditions for obtaining vocational training in these schools was presented in the form of a 70-page special analysis. The Conclusions of the Council also give support to the system of continuous education as a method for allowing all employed persons, especially young ones, to participate in the process of on-the-job education.

VI 4. Higher Education

48. LOGAR, Z.: Temeljno izmeniti položaj studenata (A Fundamental Change in the Position of Students), *Politika*, Beograd, 12 March 1970, Vol. 117, No. 20271, p. 6.

The Secretariat of the Central Committee of the Serbian League of Communists, as a part of the preparations for a meeting of the Central Committee which will discuss university reform problems, organized a conference attended by deans and representatives of League of Communists and League of Students organizations from all universities in Serbia. It was established at the conference that, in addition to the universities, wide debates are being held by the League of Communists, chambers of commerce, and other sociopolitical and economic organizations in cities which have advanced education centers. It was also emphasized that the following factors must be insisted upon: firm connection between the university and practice, the connection between the university reform and the reform of the school system on other levels, the roles of research work in the development of the economy, changes in the socio-economic position of students, firmer relations with universities in other republics and foreign universities, etc. The opinion was expressed that the themes recently published by the University and City Committees of the League of Communists in Belgrade could serve as the basis for discussion on university reform.

VI 5. Adult Education

49. KNEŽEVIĆ, Milija: Prosvetni radnici najdublje osećaju problem nepismenosti (Educators Most Deeply Feel the Problem of Illiteracy), *Prosvetni pregled*, Beograd, 14 January 1970, No. 2—3, Vol. 26, p. 3.

This article describes a talk held with the Secretary of the Republican Action Board for Adult Elementary Education on

the work and tasks of this Board in the battle against illiteracy. According to the data of the 1961 census, the lowest percentage of illiteracy was in Slovenia — 1.8%, and the highest percentage in Bosnia and Hercegovina — 32.5%. According to the estimations of professional services on the territory of the Socialist Republic of Serbia, today there are about 280,000 illiterate persons between the ages of 16 to 35. The problem of wiping out their illiteracy has become the responsibility of the highest authorities in Serbia, and this resulted in a joint meeting of representatives of the Educational-Cultural Council of Serbia, the Chairmanship of the Conference of the Serbian League of Youth, and the Republican Board of the Cultural--Educational Community of Serbia. Decisions were reached at this meeting for the taking of energetic measures for rooting out illiteracy in the Socialist Republic of Serbia. The Secretary further spoke on the relationship of schools and educators to the adult literacy program, as well as on funds for financing this program.

50. PROTIĆ, Mirjana: Dok reke spavaju, lađari uče (An Example of Basic Education for Adults), *Prosvetni pregled*, Beograd, 1970, No. 6, p. 7.

The "Ivan Milutinović" Waterways Enterprise devotes much attention to education. Over 500 workers are attending elementary education classes, of which 40 are in the first grade (corresponding to the first grade of elementary school). The Educational Community of Belgrade partially covers the cost of organizing these classes, and the Educational Institute of Belgrade elaborated a studious curriculum. Now there are nine classes for the elementary education of workers at the "Veselin Masleša" Evening School for Adult Education. Work shifts are changed for the purpose of creating better conditions for school attendance. Some classes receive instruction every second day, but there is also an accelerated class which has a higher number of lessons. When the rivers are frozen, boat personnel, bargemen, begin their schooling — which lasts from December to March. Sixty workers employed in this enterprise attend school for the purpose of obtaining secondary vocational training, and about 20 are taking courses for higher and advanced vocational training. Over 800 workers are taking training for skilled and highly skilled qualifications, so there is a total of about 1500 workers attending school.

51. PAVLICA, D.: Jedan jubilej (A Celebration), *Školske novine*, Zagreb, 1969, No. 22.

In this article the author reports that the Center for Home Economics in Slavonska Požega celebrated the tenth year of its founding in December 1969. This Center was founded by the Council for Education on the basis of a proposal made by

the Republican Council. At that time, the Center had the task of, among other things, working with housewives and young girls in order to increase their knowledge of food production, hygiene, living conditions, bringing up children and keeping house, as well as to change outdated habits. From its opening up until the middle of 1969, the Center organized many courses which were attended by women and girls, especially from rural areas. In addition to other activities, the Center has helped in the establishment of school kitchens and has one three-year practical training class for future dressmakers. The Center has proved itself to be of invaluable aid in helping women to easily and rapidly take part in the course of our social and economic development.

VI 6. Education of the Handicapped

52. MASOVIC, S.: Nova prava za gluhu decu (New Rights for Deaf Children), *Naš glas,* Organ saveza gluhih Jugoslavije, Beograd, 1970, No. 2, p. 1.

The Law on Changes and Supplements to the Basic Law on Invalid Insurance (Official Gazette of Yugoslavia 56/69) significantly improves the rights of all invalid children, including the deaf. This article presents three basic innovations to the Law: 1. the problems of children covered by insurance has become a part of the Basic Law on Invalid Insurance, which guarantees that it will remain a part of invalid insurance development; 2. in recognizing rehabilitation rights under present conditions, the word "independent" is erased; 3. insured invalid children after rehabilitation have the same employment rights as work invalids.

53. ČOLOVIĆ, Vladimir: Po kućama 33 odeljenja (A New Educational--Medical Institution with 33 Classes), *Prosvetni pregled,* Beograd, 1970, No. 2—3, p. 4.

This year a new educational-medical institution was opened in Belgrade: the Elementary School for Children with Special Health Problems. Until the founding of this school, classes were held for children at home and in hospitals. The school has 33 first- to eighth-grade classes which are co-educational, as well as a co-ed class for children who are physically or emotionally disturbed (with about 20 pupils in the first to eighth grades). The other classes contain children of normal intelligence and positive intellectual capacity; here, both group and individual work is done depending upon the nature of the handicap, the situation of the patient, and living conditions (at home or in a hospital). About 36 teachers work in this school, including upper- and lower-grade teachers and three professors. This institution is also active in social and vocational

rehabilitation, training children to make their way in life. Those who have the necessary conditions continue their education after elementary school.

VI. 7. Vocational Guidance

54. JAKOVLJEVIĆ, Božo: Novosti o profesionalnoj orientaciji u školama Istre (Vocational Guidance in Istra Schools), *Školske novine*, Zagreb, 1969, No. 22.

This article presents information on a vocational choice questionnaire distributed at the beginning of the 1969—70 academic year to eighth-grade pupils in Istra elementary schools. An innovation here is that the questionnaire was given at the beginning of the school year so that the data obtained could be used for direct work with youth, and not only for following and determining secondary school enrolment. This is only one of the many attempts made by the Vocational Guidance Service to offer teachers information, well in advance, for pupil follow-up and studying motivation in vocational choice. When we compare the results of the last questionnaire with those of previous years, it can be established that there was a sudden decrease in the number of youth interested in four-year vocational schools. The article states that one of the possible reasons for this is the introduction of stricter enrolment requisites or, perhaps, more difficult employment opportunity. In any case, this decrease in interest points out the seriousness of the situation which young people now face.

55. *Kamo nakon osnovne škole* (After Elementary School), Prepared by Sveta Marušić, Zagreb, Zavod za zapošljavanje, 1960, pp. 100.

This brochure was prepared for the purpose of informing elementary school pupils and their parents and teachers of educational opportunities after completion of elementary school. The contents of the brochure are divided into two parts. The first discusses different trades and their major occupations and cites the schools where this training can be obtained. The second part describes individual schools on the territory of Zagreb where elementary school graduates can enroll. In the appendix a census is given of the occupations of skilled workers, according to trades. Secondary schools are divided into six groups: I — Schools for skilled workers (schools for apprentices and schools with practical training); II — Technical and other vocational schools for the economy and public services; III — Military schools; IV — Art schools; V — Gymnasiums; and VI — General secondary schools.

VII. CURRICULA AND SYLLABI

56. Nastavni plan i program "Obrane i zaštite" u srednjim školama (The Syllabus and Curriculum for "Defense and Protection" in Secondary Schools), *Prosvjetni vjesnik,* Zagreb, 1970, No. 1, pp. 3—4.

The Educational Council of Croatia issued a syllabus and curriculum for "Defense and Protection" as a teaching subject in secondary schools. The purpose and task of "Defense and Protection" is to have secondary school youth obtain elementary knowledge in general civil defense and in practical protective operations — which will enable the completion of battle assignments and implementation of protection in case of war. The first part of the syllabus and curriculum of this subject contains separate themes which are compulsory for all male and female secondary school pupils. The second part gives the teaching contents of the individual themes, which should complement corresponding vocational subjects in specific secondary schools. The subject "Defense and Protection" is taught in the last two grades of secondary school.

57. MLADEN, Stjepan and RANOGAJEC, Josip: Orijentacioni godišnji program osnova društveno-moralnog odgoja (Annual Guidance Program for Social-Moral Training), *Pogledi i iskustva u reformi školstva,* Zagreb, 1969, No. 5, pp. 6—13.

According to the general elementary school curriculum for the eighth grade, one hour a week is dedicated to the bases of social-moral training. The fundamental aim of this subject is to systematize the experiences, attitudes, and principles which the pupils developed from the first to seventh grades. The teaching of this subject is usually done by school principals, school pedagogs, history teachers and, in some cases, grade advisers who teach other subjects. In the further development of elementary schools, priority should be given to the training of grade advisers for teaching this subject as it is their function to solve training problems in the grade. On the initiative of teachers of this subject and school pedagogs, an annual guidance program was elaborated — conceived in accordance with the aims of this subject in the syllabus. The basic concept of the originators of this guidance program was to concretize the contents of the program, which is presented according to themes: 1 — The General Concept of Society and Social Development; 2. The Socio-Political System and Order in Yugoslavia; 3. Personality and the Society, the Role of Labor, Coordination of Personal and Social Interests; 4. Relations among Our Nationalities; 5. The Relations of Our Country and Our Nationalities as Compared with Other Countries and Their Nationalities.

58. MAHMUTOVIĆ, Smajo: Predlozi za korekciju programa matematike osnovne škole (Proposals for the Correction of the Mathematics

Syllabus in Elementary Schools), *Prosvjetni rad,* Titograd, 1970, Vol. 19, No. 3—4, p. 8.

At the beginning of his report, the author states the reasons for which it is necessary to correct the mathematics syllabus for elementary schools. These reasons are: 1. insufficient lesson fund (in the first, second, third, and fourth grades there is one lesson weekly less than the lesson funds in other republics); 2. the distribution of the weekly lesson fund has not been carried out in accordance with the extent of content in individual grades; 3. pupil achievement takes a sudden drop in the changeover from grade to subject teaching. It is the author's opinion that this is the result of the fact that grade teaching has very little content, and subject teaching — very much. The essence of the correction proposed by the author (which is explained in detail in this report for each individual grade) is that the syllabi for lower grades be expanded to the extent to which the syllabi for the higher grades are shortened, and that the weekly lesson fund be increased in grade teaching. As the schools in Montenegro use the textbooks for elementary schools in Serbia, the author calls upon syllabi organizers to conform with the conceptions of syllabi used in Serbia. The author is also of the opinion that there is no justification for the differences in syllabi among the different republics, especially concerning mathematics.

59. Nastavni program "Prve pomoći i zaštite" u osnovnoj školi (The Syllabus for "First Aid and Protection" in the Elementary School), *Prosvjetni vjesnik,* Zagreb, 1970, No. 1, pp. 1—2.

The Educational Council of Croatia has issued a syllabus for "First Aid and Protection" in the elementary school. This subject will be taught in the eighth grade of elementary school as a part of the physical training course, in the framework of biology, and as first aid and protection courses. "First Aid and Protection" as part of physical training and biology courses will be taught by the teachers of these subjects during regular lesson time and, in exceptional cases, in the form of leisure activity. "First Aid and Protection" courses are organized in every elementary school for eighth-grade pupils in the course of the second semester, and are of 3 to 6 days duration. As a rule, lecturers and exercise teachers can only be skilled experts from medical centers, national health service centers, clinics, and hospitals. The syllabus contains themes which must be elaborated in the framework of physical training and biology subjects, in "First Aid and Protection" courses.

60. Nastavni plan i program za gimnaziju u Socijalističkoj Republici Srbiji (Teaching Syllabus and Curriculum for Gymnasiums in the Socialist Republic of Serbia), Zavod za osnovno obrazovanje i obrazovanje nastavnika SR Srbije, Beograd, Naučna knjiga, 1969, p. 338.

This syllabus and curriculum were adopted at a meeting of the Educational Council of the Socialist Republic of Serbia held on 23 April 1969. They will be applied in all grades, beginning with the 1969—70 academic year. Gymnasiums are a form of secondary school which, according to the Law on Secondary Education in the Socialist Republic of Serbia, offer general education as a foundation for further training (specialization) and, at the same time, enable and prepare pupils for different practical occupations and activities. In accordance with the Bases of Syllabus and Curriculum, the gymnasium offers deep and systematic general education in the framework of socio-historical and natural science-mathematics disciplines. The level and extent of gymnasium education provides the young generation with theoretical and practical knowledge and skills which serve as the foundation for eventual participation in social and economic life. This publication presents the syllabus and curriculum for both types of gymnasiums: socio-philological and natural science-mathematics. According to the curriculum, the weekly number of lessons for the socio-philological gymnasium is: first grade — 34; second, third, and fourth grades — 35. The natural science-mathematics gymnasiums have 34 lessons in the first and second grades, and 35 lessons weekly in the third and fourth grades. According to the curriculum, a six-day annual production work period is compulsory for all pupils.

61. *Pregled gradiva u IV i VIII razredu osnovne škole* (A Review of Fourth and Eighth Grade Elementary School Subject-Matter), Zavod za unapređivanje osnovnog obrazovanja SR Hrvatske, Zagreb, 1970, p. 196.

This publication was prepared by the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia. Its purpose is to offer assistance and orientation to teachers in the choice and use of concrete teaching content in fourth and eighth grade elementary school subjects, and to lend aid in the construction of knowledge tests for the evaluation of elementary school work results at the end of the 1969—70 academic year. This publication is an attempt to more precisely define which content, according to the elementary school syllabus, should be mastered by the pupils and at which level. This publication contains a structural analysis of the syllabus for the fourth and eighth grades of elementary school in the Socialist Republic of Croatia.

62. OREŠKOVIĆ, Kazimir: Poljoprivreda kao nastavni predmet (Agriculture as a School Subject), *Školske novine,* Zagreb, 1969, No. 22.

At a meeting of the Municipal Assembly of Daruvar, where a discussion was held of agricultural difficulties (agriculture is the major economic branch in this Municipality), it was sug-

gested that agriculture be introduced in the elementary school syllabus as a compulsory subject. This has already been done in several other municipalities in the Republic. It was pointed out that rural elementary schools should utilize their land area — which does not present a problem in this territory. The pupils could use these areas to practically apply the theoretical knowledge taught to them by teacher-agronomists. It was emphasized, however, that the major purpose and task of this subject should be agricultural education, and not gainful work, as is the case with many school coops which have suspended work without visible reason.

63. Zaključci o merama za dalje unapređivanje osnovnog obrazovanja i usavršavanje nastavnog plana i programa za osnovnu školu u SR Srbiji (Decisions on Measures for the Advancement of Elementary Education and Improvement of Elementary School Syllabus and Curriculum in the Socialist Republic of Serbia), *Prosvetni glasnik*, Beograd, 1969, No. 12, pp. 1487—1489.

The introductory part of these Decisions presents some material from the "Analysis of Elementary School Curriculum and Syllabus in the Socialist Republic of Serbia," which was deliberated by the Educational-Cultural Council of the Assembly of Serbia. The Decisions treat measures which should be taken for the advancement of elementary education and improvement of syllabus and curriculum in Serbian elementary schools. Among other things, it is necessary to add to syllabi content for certain subjects significant, new scientific achievements and modern social trends. Radical steps must be taken to unburden syllabi from excessive content and bring syllabi material within the borders of realistic abilities of pupils. It is necessary to prepare a syllabus-methodological instruction for additional work with pupils lagging behind in certain subjects. Another step is to study the conformity of elementary and secondary school syllabi, as well as the problem of concrete vocational guidance for higher-grade elementary school pupils.

VIII. AUDIO-VISUAL AIDS

64. Školska radio-stanica (A School Radio Station), *Školske novine*, Zagreb 1970, No. 6, p. 6.

An elementary school in the Croatian city of Pregrad formed its own radio station, maintained from its own funds, and which has its own program. The station is operated by the school teachers and belongs to the category of supplementary teaching work. The station transmits a Thursday Children's Program; Pupils for Pupils; It Happened Last Week; a comedy program, a literary group program, and a school radio chronicle.

In addition to Pregrad schools, all other schools in the area contribute to these programs. Pupil leisure activities spent at the radio station represent another significant function (drama and literary sections). The radio station also transmits a program intended for parents on Sundays, where one of the features is entitled "The Doctor Talks to You." In this way, the school radio not only advances its educational process but also influences the environment in which it is located.

65. PETEK, Stjepan: Dijafilm u nastavi (Instructional Film Strips), *Školske novine*, Zagreb, 1970, No. 5, p. 9.

The Institute for the Advancement of Elementary Education in Osijek, in cooperation with the Culture Center of Novi Sad, organized two conferences during the winter holidays on the use of film strips in taeching. The conferences were held in Osijek and Slavonski Brod, and were attended by educators from elementary schools from Slavonija and Baranja. Attention was given to the effectiveness of using film strips in teaching and to the results of some investigations on their use. Representatives of the Culture Center in Novi Sad spoke on the production of film strips and cooperation with the Educational-Advisory Service in their preparation. Up to now, this Center has produced about 1500 film strip and slide themes, and the annual circulation is constantly on the increase.

66. PAVLOV, Mileta: Deset godina Kulturnog centra u Novom Sadu (The Tenth Anniversary of the Culture Center in Novi Sad), *Pedagoška stvarnost*, Novi Sad, 1970, No. 1, pp. 59—63.

The Culture Center in Novi Sad resulted from the incorporation of the Center for Educational and Cultural Films and the Vojvodina Concert Agency. A new, stronger, and all-encompassing institution for the realization of various cultural and educational tasks was created. The production and use of instructional films was the basic activity of the Center in the last ten years. The Culture Center is the oldest producer of this modern teaching aid and now has filmstrips for all subjects taught in elementary school, except for foreign language instruction. New areas have also been included: film culture, vocational guidance, social-health culture, sex education, traffic safety, and various extracurricular activities. A series of filmstrips has also been made of parents on the preschool- and school-age child, a series for children's entertainment, and a series of well-known stories, fairy tales, and songs for children. The Center is also engaged in book publication, spreading interest in films (publication of an instructional-informative bulletin, organization of seminars, lectures, and symposiums), activities on the popularization of classical music; the Little Art Gallery of the Culture Center was opened in 1965.

X. POLYTECHNICAL EDUCATION

67. PAVIĆ, Vladimir: Savjetovanje nastavnika tehničkog odgoja u Zadru (Conference of Technical Training Teachers in Zadar), *Školske novine*, Zagreb, 20 January 1970, Vol. 21, No. 2, p. 12.

There were many items on the agenda of this conference, which was organized for technical training teachers in elementary schools in the Zadar area. Among other things, a discussion was held on allotment of funds for "Young Technician" Clubs operating in a great many of the elementary schools in this area. Pupil interest for work in these clubs is very high, and therefore it is necessary to increase their finances. The members of these clubs are engaged in 11 different branches of technical activity. Another subject of discussion at the conference was the opportunity to organize seminars for the professional further training of technical teachers. A good deal of time was also given to how elementary school pupils become familiar with various forms of traffic safety. Information was also given on pupil contests in the field of technical training, organized on municipal, republican, and federal levels at the end of each academic year.

XII. PHYSICAL EDUCATION

68. *Predlog programa razvitka fizičke kulture na osnovama Rezolucije savezne skupštine o fizičkoj kulturi za period od 1971—1980* (Proposal for a Physical Culture Development Program Based on the Resolution of the Federal Assembly on Physical Culture for the Period 1971—1980), Savezna komisija za fizičku kulturu, Beograd, January 1970, p. 91.

On 21 July 1963 the Federal Assembly issued the Resolution on Physical Culture. The Federal Executive Council, in considering the report on implementation of this Resolution, stated that it is necessary to begin work on a general long-term program for development of physical culture which would be founded on the precepts of the Resolution and the needs and abilities of the society and its citizens. The Yugoslav Institute for Physical Culture elaborated a Proposal for this program. The Proposal contains four parts: Part I envisages the fundamental conditions which must be provided if the development of physical culture is to be scientifically programmed, as well as measures which would enable the more objective establishment of results achieved. Part I also describes the prerequisites for rapid development of scientific research work in the field of physical culture. Part II suggests general measures, the implementation of which depends upon realization of the precepts of the Resolution on Physical Culture. Part III presents general

measures relating to the direct sponsors of physical culture, parties which can now essentially advance their work. Part IV describes the financial needs for realization of this program.

69. Organizacija i provođenje fizičkog i zdravstvenog odgoja u osnovnoj školi (The Organization and Implementation of Physical and Health Education in the Elementary School), *Prosvjetni vjesnik*, Zagreb, 1969, No. 9—10, pp. 151—157.

On the basis of hitherto studies made on the teaching of physical and health education and on the leisure activities of elementary school pupils in the Socialist Republic of Croatia, it has been established that weakpoints exist due to insufficient knowledge and application of earlier formed principles for the organization and implementation of modern physical education teaching. This article reports on the problems which have been observed in physical and health education, and makes proposals for their resolution in the framework of present-day living and working conditions of elementary schools. The following problems have been treated: I — Physical and Health Education of Pupils; II — The Teaching of Physical Education: a) physical education in grade-teaching, b) physical education in subject-teaching; III — Extracurricular Work Forms for Pupils (leisure activities); IV — Teaching Staff; and V — Financial Conditions for Teaching Physical Education.

70. STEVANOVIĆ, Marko: Pronalaze se novi oblici i forme (New Forms Are Being Found), *Prosvjetni list*, Sarajevo, 15 January 1970, Vol. 19, No. 349—350, p. 7.

This article describes the way in which the "Ivan Goran Kovačić" Elementary School in Gradačac created cooperation between school and parents. The school has 1560 pupils in 47 classes, and a total of 52 teachers. Each class chooses a Parents Council comprised of 3—5 members at the beginning of each school year. The Council has the following tasks: to aid and organize all programs which are of interest to the class; to study material conditions and training work in the school; to cooperate with the Teachers Council and the School Council, and to be the contact between the grade teacher and the other parents. The Council holds meetings when the need is indicated, and actively participates in the preparation of class parents' meetings. The Parents Councils of all classes compose a Plenum which meets four times annually and can call special meetings if the need is indicated. This organ proposes parents who can be elected to the School Council. According to the opinions of the teachers in these schools, this form of cooperation with parents is extremely effective. The interest of the parents in school activities has significantly increased so that now parents and teachers share the responsibilities and obligations for the education of pupils.

71. IVANOVIĆ, Vojo and MITROVIĆ, Joviša: Novo i korisno u fizičkom vaspitanju školske omladine (A New and Useful Event in the Physical Training of School Youth), *Prosvjetni list*, Sarajevo, 1970, No. 349—350.

The authors of this article report that a broad operation has been put into action and has already yielded its first results. This is The Little Olympic Games for elementary and secondary school pupils in Bosnia and Hercegovina. (which began in 1968 and will end in 1972). The major purpose of this contest is to enable every pupil to be engaged in sports and to participate in competition. Every pupil, group, or class experiences its first olympic game in the first year in their own schools, in their immediate environment — before a public comprised of parents and teachers. The authors of this article present more concrete examples of the functioning of Little Olympic Games in Zenica.

XIII. PROBLEMS IN EDUCATION

72. ILIĆ, Dragoljub: Prilog diskusiji o uvođenju petodnevne radne nedelje u škole (A Contribution to the Discussion on Introducing the Five-Day School Week), *Naša škola*, Sarajevo, 1969, No. 7—8, pp. 404—409.

In founding his report predominantly on the communiques and discussions at the symposium held last year at the "Đuro Salaj" Workers' Evening School on the theme "Inroduction of the Five-Day School Week," as well as on contributions published on this subject in educational and other literature, the author confronts "pro" and "con" opinions with his own stand: 1. introduction of the new organization of work time in educational institutions is becoming a social demand; 2. a more detailed analysis would show that contradictory opinions are more the result of misunderstanding than of adversity; 3. the fact that the initiative for the program comes from the schools themselves is positive; 4. all socio-political factors, primarily municipal and republican, should show broad understanding and assist the schools in introducing this new organization of work time.

73. Za poboljšanje uspeha učenika osnovnih i srednjih škola u Makedoniji (For Improvement of Elementary and Secondary School Pupil Achievement in Macedonia), *Naša stručna škola*, Beograd, 1969, No. 12, p. 7.

The Educational-Cultural Council of the Assembly of Macedonia issued the Proposal for Improvement of Pupil Achievement and Qualification Structure of Teaching Staff in Elementary and Secondary Schools. This Proposal establishes concrete tasks for the Republican Secretariat for Education, Science, and Culture, the Republican Institute for Educational Advancement, educational communities, and for the schools themselves. Among others, the article cites the following im-

pending tasks: — to propose suitable solutions for improving the Law on Financing Education and to find more stable sources for financing education and investment construction of schools; — to elaborate educational norms for school equipment and teaching aids; — to provide, in conformity with developmental programs for elementary schools, for more complete inclusion of children subject to compulsory education, and to gradually reduce multi-shift school attendance; — the need for schools to introduce various innovations in their educational-training work; — that advanced and higher teacher training schools provide better professional and methodological-pedagogical education for teachers.

74. JAKŠIĆ, Slobodan: Uspeo seminar o vaspitanju roditelja (Cooperation between Preschool Institutions and Parents), *Prosvetni pregled,* Beograd, 1970, No. 4, p. 8.

Beginning with the long-established fact that the family is an important factor in education, the Belgrade Educational Advisory Council, the Center for Preschool Teacher Training, and the Parents' Center of Pioneer House in Belgrade organized a seminar for fifty preschool teachers on the theme: "Cooperation between Preschool Institutions and Parents." The seminar was composed of 22 lectures with discussion periods, three talks, and one joint lecture for parents and nursery school teachers. The lecturers were leading theoreticians and practicians from universities and other institutions. Copies of all lectures held were distributed to all seminar participants and nursery school directors.

75. Svakom učeniku srednje škole u Vojvodini treba obezbediti produženje učenja jezika koji je učio u osnovnoj školi (Every Secondary School Pupil in Vojvodina Should Be Provided with the Opportunity to Continue Learning the Foreign Language Studied in Elementary School), *Naša stručna škola,* Beograd, 1969, No. 12, p. 7.

The Educational-Cultural Council of the Socialist Autonomous Province of Vojvodina deliberated an analysis of the condition and problems of foreign language teaching in elementary and secondary schools in Vojvodina. A decision was issued proposing that, where possible, at least two foreign languages should be introduced in the fourth grade of elementary school. It is necessary to have all schools with foreign language classes containing 30 or more pupils divide the pupils into groups. In secondary school, the opportunity should be provided to have the pupils continue learning the same foreign language which they studied in elementary school. The possibility should also be studied of whether or not, as a second foreign language, Yugoslav minority languages or Serbo-Croatian can be taken into consideration.

76. Protivustavan je svaki akt usmeren na ograničenje upisa učenika s područja drugih opština — odluka Ustavnog suda Hrvatske (Any Act

Limiting the Enrolment of Pupils from Other Municipalities is Unconstitutional — A Decision Rendered by the Supreme Court of Croatia), *Naša stručna škola*, Beograd, 1969, No. 12, p. 6.

The Supreme Court of Croatia declared unlawful and without legal basis an act made by the Zagreb City Educational Community and the Educational-Cultural Council of the Assembly of Sisak for limiting pupil enrolment in secondary schools. On 30 May 1969 the City of Zagreb Educational Community rendered a decision to instruct all secondary schools to ban enrolment (except for senior pupils) for the 1969—70 academic year to all pupils from territories whose educational communities did not fulfill their financial obligations to the Zagreb City Educational Community for 1968 and 1969. On 13 June 1969, the Educational-Cultural Council of the Assembly of the Sisak Municipality issued a decision that a contract must be made between the Municipal Educational Community of Sisak and the municipal educational communities of other municipalities sending pupils to enroll in Sisak secondary schools. The Supreme Court ruled that these acts were not announced in the official municipal gazettes (which is compulsory) and are therefore illegal and unconstitutional.

77. GLIHA, Dragutin: Nasušna potreba (Traffic Safety), *Školske novine*, Zagreb, 1970, No. 6, p. 3.

Traffic safety training is one of the youngest training areas in preschool and elementary school institutions. This was introduced on the initiative of the traffic authorities of the Ministry of the Interior, and cultural-educational organs began cooperative work on implementing traffic safety training in schools and developing traffic culture in pupils. The article presents the manner in which this form of work with pupils was organized, and gives a brief review of what has been done until now as well as future plans for the modernization of this subject. It is stated in the article that a high number of Republican, regional, and inter-municipal seminars and conferences have been organized for the training of teachers who are teaching this subject to pupils. A scientific research project was also organized: "Elementary School Pupil Motivation for Learning Traffic Safety," the termination of which is near at hand. It was also mentioned that traffic safety experiences and achievements are being exchanged on an international level.

78. BAJIĆ, Ljubivoje: Način vođenja dokumentacije o radu slobodnih aktivnosti (Keeping Records on Leisure Activities), *Prosvjetni rad*, Titograd, 1970, No. 1—2, p. 4.

The primary factor in keeping records on the leisure activities of pupils is the annual and semi-annual work plan — which should be realistically composed and adapted to the financial abilities of the school and staff abilities. The realization of

this plan may be recorded in a daily work diary. For the purpose of simplifying this administrative work, all documentation concerning one category of leisure activity may be kept in a special notebook with headings for: activity, leader, pupil leader, management board, group leader, date and hour; there should also be a list of members with the following headings: No., first and last name, when and how activity was chosen, participation in work, participation in various school shows and celebrations. In the keeping of these records, the pupils as well as the teachers should be active. Depending upon psychophysical age, the pupils — to a greater or lesser degree — participate in composing the work plan, in taking minutes of meetings, in caring for work material, calling meetings, etc.

79. U obrazovanju i dalje otvoreni i oštri problemi (Serious Problems in Education Still Unsolved), *Prosvjetni rad*, Titograd, 1970, Vol. 19, No. 3—4, pp. 1—2.

This article contains excerpts from a speech made by the President of the Assembly of the Socialist Republic of Montenegro at a joint meeting of the Republican and Educational-Cultural Council of the Socialist Republic of Montenegro held on 16 January. A report entitled "Some Current Problems of the Financial Position of Education" was one of several items deliberated at the meeting. In his speech, the President emphasized that funds for education in this Republic have increased not at an annual rate of 11% (as was envisaged by the middle-term developmental plan for Montenegro for the period 1966—1970), but rather at the rate of 17.6%. If we keep in mind that this rate was realized in a period when Montenegran economy was struggling against very serious difficulties, especially in 1967 and 1968, we may easily conclude that the Assembly and its organs devoted a great deal of attention to education as one of the most significant educational activities. In spite of all these efforts, the financial position of education has not improved as much as could be expected in light of the increased funds being allotted by the society for this purpose. This is due to the constant increase in number of pupils and teachers, and the funds intended for improvement of the position of education went for increased expenditures. For this reason, serious educational problems have remained unsolved: 1. wages of educators are lower than in other fields; 2. there is not a sufficient number of apartments for educational staff; 3. investments are lagging behind; 4. the network of advanced education institutions is underdeveloped, etc.

80. R. P.: Deset odsto ponovaca (Ten Percent Repeaters), *Prosvetni pregled*, Beograd, 14 January 1970, Vol. 26, No. 2—3, p. 1.

At a meeting of the Educational-Cultural Council of the City of Belgrade held at the beginning of this year, information was reported on the condition and problems of Belgrade educatio-

nal institutions last year and at the beginning of this academic year. It may be concluded on the basis of this information, which was prepared by the Belgrade Educational Advisory Council, that the overall condition in Belgrade schools is satisfactory. Very much has been done on further professional training for teachers, and one million new dinars were given last year for this purpose. However, pupil achievement, in spite of these efforts, is not satisfactory. The percentage of pupils repeating a grade has, for many years, been high and amounts to 10% of the total number of pupils in Belgrade schools (7% repeaters in elementary schools and as high as 15% in some secondary schools). In Belgrade today there are 141 elementary schools with about 115,000 pupils. Of this number, 8350 attend all-day schools. An ever-increasing number of Belgrade elementary schools has been introducing all-day care and now there are about 75 such schools. Pupil achievement in these schools is much higher (only 2% repeaters) than in schools with a traditionally organized teaching process. There are now about 60,000 pupils in 87 secondary schools in Belgrade who are being trained for various professions or university studies. It was emphasized that the network of these schools is not in accordance with the needs of the society and that much work still lies ahead if secondary education is to be well-organized.

XIV. HOSTELS

81. JURIĆ-ŠIMUNČIĆ, Anica: Najdraža karlovačka porodica (A Children's Home in Karlovac), *Školske novine*, Zagreb, 1970, Vol. 21, No. 6, p. 7.

This article describes a tenderly written report on the "Vladimir Nazor" Children's Home in Karlovac. Three to four years ago the Karlovac Municipal Assembly established the Home for all orphans and deprived children. It began, so to speak, from nothing. Every day social workers brought neglected and hungry children to the Home, which was equipped with worn-out furniture. However, three teachers and high enthusiasm were sufficient so that today the population of the City of Karlovac, as well as that of the entire Kordun—Karlovac area, highly values the organization of life and work at the Home and the significance of the Home in child welfare. At present, there are 86 children from the age of eight months to 16 years living at the Home. A large part of this report is dedicated to a description of the New Year's Eve celebration, in which numerous working organizations and citizens in Karlovac participated. Sums of money were collected along with many valuable objects, among them: a movie projector, a vibration machine, a welding machine, radio, school supplies, etc.

XV. MANAGEMENT AND FINANCING

82. DJETELIĆ, Pero: Finansijske brige prigradskih opština Zagreba — Izlaz u dogovoru (The Financial Problems of Zagreb Suburban Municipalities — Solution in Agreement), *Školske novine*, Zagreb, 1970, No. 6, pp. 1 and 4.

This article describes the problems, examples, and proposals for solutions in the financing of educational institutions on the territory of Zagreb and its suburbs. The problems result from the fact that on the basis of federal regulations on financing socio-political communities and schooling, the taxes for citizens are calculated according to rates fixed by municipalities where income is earned, but these taxes are paid to the municipality or educational community corresponding to place of permanent residence. The creation of uniform educational communities for the financing of elementary education in the City of Zagreb and some suburban municipalities could be one of the solutions to the problem. In the attempt to permanently resolve this problem, two more alternatives are presented in the article: 1. the application of Article 12 of the Law on Financing Education in Croatia, which prescribes that funds for elementary education can be provided by a referendum of citizens for equalizing the rate of all workers in a municipality, regardless of where they work, and 2. a change in federal regulations so that taxes for the budget and education would be paid according to place of residence and not to place of employment.

83. Integracija zajednica obrazovanja u Vojvodini — Zaključak Prosvetno-kulturnog veća Skupštine Vojvodine (Integration of Educational Communities in Vojvodina — Conclusions of the Educational-Cultural Council of the Assembly of Vojvodina), *Naša stručna škola*, Beograd, 1969, No. 12, p. 3.

The Educational-Cultural Council of the Assembly of the Socialist Autonomous Province of Vojvodina deliberated "Educational Communities in Vojvodina — Integration Processes," a document jointly prepared by the Provincial Secretariat for Education and Culture and the Provincial Educational Community. This document led to Conclusions on Educational Communities and Integration Processes in Education. It is stated in the material that in the course of discussion on the formation of educational communities in Vojvodina, the opinion prevailed that, under present conditions, it would be more rational and justifiable to form broader, inter-municipal educational communities in the Province. However, under the influence of various factors and opinions, small municipal communities, for the most part, were formed which covered small areas and had little money. Looking from the broad social aspect, it is necessary to integrate these communities through self-government agreement on the basis of mutual interests. Therefore, the Conclusions suggest that the more complete interest of

working people and citizens in education be provided through consultation and agreement. Toward this end, the proposal was made for formation of a body which will initiate and organize self-government agreement on integration.

84. H. Č.: Krediti za đake i studente (Loans for Pupils and Students), *Prosvjetni list,* Sarajevo, 15 January 1970, Vol. 19, No. 349—350, p. 11.

The Assembly of the Municipality of Bratunac decided at the end of last year to form a loan fund for students and pupils. This fund will be formed from finances given by the Assembly of the Municipality of Bratunac as well as by working organizations on the territory of this Municipality. The first loans have already been granted on the basis of a public invitation for applications. Priority on loans is given to those pupils who are financially underprivileged and to those who show good scholastic achievement. Loans for studies at advanced education institutions will range up to 400 new dinars monthly, at higher schools — up to 350 new dinars, and at secondary schools — up to 250 new dinars. Loans of about 500 new dinars will be granted for professional and scientific further training, depending upon the financial status of the candidates who have submitted loan applications.

85. Dvostruko veća sredstva za obrazovanje (Higher Finances for Education), *Politika,* Beograd, 12 March 1970, Vol. 67, No. 20271, p. 6.

The increase in national revenue from 4116 to 7780 dinars per capita, which will occur in Montenegro in the next five years, will enable an increase in finances for the development of education, culture, health, and other activities. In deliberating the development of these branches in the next intermediate-term plan, the Executive Council of Montenegro has estimated that funds for education will increase by about 83% in the next five years as compared with last year. In addition to an increase in the number of elementary and secondary school pupils, a University School of Law and Music Academy will be opened in Titograd. An archeological and natural history museum will also be founded in Titograd, Montenegro's capital city.

86. HAJNIĆ, V.: Iz rada Zajednice osnovnih škola Hrvatske — Pripreme za regionalna savetovanja (From the Work of the Community of Elementary Schools of Croatia — Preparations for a Regional Symposium), *Školske novine,* Zagreb, 1970, No. 6, p. 2.

The Secretariat of the Community of Elementary Schools of the Socialist Republic of Croatia held a meeting on 6 February, at which time the members discussed tasks connected with the organization of a symposium for representatives of municipal assemblies, municipal communities for financing elementary education, and municipal elementary school communities. The symposium will be held in Zagreb, Rijeka, Split, and Osijek

from 20 February to 4 March 1970. The task is to establish, on the basis of exchange of opinions and experiences, further policies for applying the new Law on Financing Education, the system and organization of evaluating the work of elementary schools in the 1969—70 academic year, and organizational reinforcement of municipal elementary school communities. During the informative part of the symposium information will be offered to the participants on valorization of the present syllabus, elaboration of educational standard, and on impending changes and supplements to the Law on Elementary Schools.

87. LUŽNIK, Miro: Organizacija in sistem dela pedagoške službe (Organization of the Educational Service), *Vzgoja in izobraževanje*, Ljubljana, 1969, No. 1, pp. 3—7.

The new Law on the Educational Service was issued in 1969 in the Socialist Republic of Slovenia. This article describes just how the organization of this Service was carried out, as well as the work system of the Institute for Education of the Socialist Republic of Slovenia — in accordance with the provisions of the new Law on the Educational Service. It is stated that the Institute for Education has 9 territorial-organizational units located in larger urban areas. Each of these organizational units covers an area of several municipalities (from 3 to 8). The Institute for Education of the Socialist Republic of Slovenia is composed of various sectors for different work areas (the sector for elementary education, the sector for vocational education, the sector for adult education, etc.), and each sector is composed of individual groups concerned with various problems. The article also explains the organizational structure of the Institute.

88. Još jedan sindikalni seminar (Another Union Seminar), *Školske novine*, Zagreb, 1970, No. 6, p. 5.

The Zagreb City Board of the Union of Civil Service Employees of Yugoslavia held a seminar on 26—28 January 1970 for the leadership members of union branches and of the self-government organs of preschool institutions, pupil dorms, and elementary and secondary level schools. The seminar themes were: self-government and distribution in working organizations; implementation of Constitutional Amendment XV in working organizations; self-government agreement as a basis for forming income with a special review of the socio-economic position of civil service working organizations in the City of Zagreb. The article describes the reports, opinions, and discussions held on each of these problems by the various seminar participants. Eighty-four persons took part in the seminar.

89. Savezni savet za obrazovanje i kulturu razmatra sistematska pitanja razvoja obrazovanja i vaspitanja — Karakteristike rezultata i teškoća u rešavanju materijalne osnove obrazovanja (The Federal

Council for Education and Culture Deliberates Systematic Problems of Educational Development — Characteristics of Results and Difficulties in Resolving the Material Basis of Education), *Naša stručna škola*, Beograd, 1969, No. 12, p. 1.

This article presents, in a comprehensive form, the estimations and viewpoints expressed in relation to the process which has originated as the result of changes in the system of financing education in the preceding period. Thus, for example, it is stated that the hitherto practice of financing in educational communities has primarily retained the principle of financing the school system while financing of other forms of education is mainly dependent upon the abilities of the society.

90. Sprovođenje novog sistema finansiranja obrazovanja (Implementation of the New System of Financing Education), *Jugoslovenski pregled*, Beograd, 1969, No. 10, pp. 423—426.

The new system of financing education, which has been applied since the beginning of 1967, has established new relations between the activities of education and the society: the formation of educational communities (as special forms of associating all factors engaged in the development of education) and the establishment of independent fund sources for the financing of education. The implementation of this system in the last three years has contributed to the development of new socio-economic relations in education and the improvement of its material basis. The creation of educational communities, the formation of funds for financing education from autonomous sources, and the more modern treatment of education as a whole contribute to the overcoming of many inherited problems in this area. However, the application of the new system of financing has also pointed out some weakpoints, for example, the need to overcome those legislative regulations which represent barriers to the establishment of new essential relations in the field of education. The article emphasizes that the elimination of present semi-administrative resolutions built on the principle of territorial fund-gathering, as well as the inclusion of education in all the developmental plans of the society, are fundamental factors in advancing the position of education.

91. Usvojena odluka o finansiranju osnovnog obrazovanja (Adopted Decision on Financing Elementary Education), *Školske novine*, Zagreb, 1970, No. 4.

The Municipal Assembly of Slavonska Požega adopted a decision on financing elementary education, which will have three permanent sources of funds from which the needs of educational communities will be settled. These sources are: a special tax levied on personal incomes, at the rate of 3.50% (which is 0.30% less than last year's rate); a municipal tax on retail goods turnover, at the rate of 10.10%; and, finally, additional funds from socio-political communities. The special tax on

personal incomes also covers taxes from agricultural activities at the rate of 7% of the starting sum which serves for the determination of municipal tax, taxes from the incomes of private craftsmen, all types of intellectual services, and economic activities. If the need is indicated, the Educational Community will use its legal authority to collect additional funds.

92. DJETELIĆ, Pero: Sistem finansiranja vaspitanja i obrazovanja u Hrvatskoj (The System of Financing Education in Croatia), *Našu stručna škola*, Beograd, 1970, No. 1, pp. 1 and 2.

The new Law on the System of Financing Education in the Socialist Republic of Croatia went into effect at the end of December 1969. This article describes only some of the essential characteristics and elements of this new system of financing. In contrast to hitherto practice, the new system of financing will more effectively ensure the parallelism of educational policy and funds for education as it requires that whoever establishes policy must, at the same time, provide for funds for its implementation. According to the provisions of the Law, educational-training institutions obtain funds for their work on the principle of income. The relations between educational institutions and fund sponsors for education are established by a contract. The work and results of educational activities are valorized by the cost of education. The new system of financing envisages that funds for elementary education be provided by citizens from their personal incomes, according to a policy which they themselves establish. Citizens and municipal assemblies autonomously decide upon the standard and amount of funds to be provided for elementary education. Funds for directional education (secondary, higher, and advanced education, and different forms of training and further training for adolescents and adults) are provided by working people in all forms of incorporated labor by the allotment of funds realized from total revenue and wages. The rate of funds invested for directional education would depend upon the self-government decisions made by these working people. The Law requires the compulsory allotment and incorporation of 3% of the funds in the Republican Community for Financing Directional Education to cover the period during which the working people will organize themselves for direct financing of directional education in accordance with the Law.

XVI. LEGISLATION

93. Pravilnik o načinu polaganja završnog ispita u srednjim školama (The Regulation on Final Exams in Secondary Schools), *Prosvetni glasnik*, Beograd, 1969, No. 12, pp. 1492—1495.

This Regulation was issued by the Republican Secretary for Education and Culture of the Socialist Republic of Serbia. According to the Regulation, at the end of the last grade of secondary school all pupils must take a final exam. The can-

didate must submit a written application for taking the final exam, which is accompanied by a birth certificate and proof of completed secondary school grades. Final exams are taken in July, September, and January, and are organized by the secondary schools and managed by an exam board composed of: the president (who is, as a rule, the school principal), vice-president, and members of the exam commission. The exam commissions are formed for each subject, and the exams are in written, oral, and practical form — depending upon the syllabus and curriculum of the school. A candidate who receives one or two poor marks is instructed to take a make-up exam in the next exam period.

94. Zakon o finansiranju odgoja i obrazovanja u Socijalističkoj Republici Hrvatskoj (Law on Financing Education and Training in the Socialist Republic of Croatia), *Prosvjetni vjesnik,* Zagreb, 1969, No. 8, pp 138—145.

The basic principles of this new system of financing are: 1. Citizens and working people, directly or through their self-governing bodies, decide on funds for education and the management and distribution of these funds. 2. Educational institutions gain funds for their work on the principle of revenue. The relations between educational institutions and sponsors of funds for education are determined by a contract. The work and results of educational activities are valorized according to the cost of education. 3. Following the basic provisions, Part II of this Law treats the financing of elementary education which, in the sense of this Law, includes the education which, in the sense of this Law, includes the education of preschool-age children, compulsory education, and other forms of training and basic education for children and adolescents. The new system of financing prescribes that funds for elementary education be provided by citizens from a tax levied on their incomes, according to a policy which the citizens themselves establish. Part III relates to the financing of directional education, which is composed of secondary, higher, and advanced education and other various forms of education and further training for adolescents and adults. The policy for directional education is established by all working people by the allotment of funds from total realized income and wages. These funds are incorporated in the Republican Community for Financing Directional Education. The Law also regulates the following questions: the relationship between sponsor of funds and educational institutions, loans and awards to pupils and students, investment building, and the rights and obligations of socio-political communities.

95. MILEVČIĆ, Š.: Novo radno vrijeme u školama (New Work Time in School), *Školske novine,* Zagreb, 1969, No. 22.

The author of this article reports that the present school work time has long been a subject of discussion among educators

in Split. They have proposed the following annual work schedule for elementary schools: school opens on 8 September; the first mid-semester period — from 8 September to 2 November (47 work days); mid- to end of first semester period — from 3 November to 27 December (46 work days); winter holidays from 28 December to 9 January; beginning to mid- of second semester — 10 January to 21 March (60 work days); mid- to end of second semester — 22 March to 31 May (59 work days); extended teaching — 1 June to 10 June; diploma award — 20 June; make-up, grade, and private exams — 27 August to 31 August. From this proposed schedule, the author establishes the following: 1. the academic year has 218 work days; 2. winter holidays are of 12-day duration; 3. the New Year and winter holidays have been combined as it has been found that the work effect after the New Years holiday is very low; 4. due to weather conditions (heat) the beginning of the school year has been changed, and school will finish earlier for the same reason. The author states that this proposal corresponds to the tourism ambitions of Split citizens. A similar proposal has also been elaborated by other secondary schools in Split.

XVII. EDUCATION STATISTICS

96. MILIVOJČEV, B.: Ko uči srednje škole (Who Goes to Secondary School?), *Prosvetni pregled,* Beograd, 14 January 1970, Vol. 26, No. 2—3, p. 5.

In the course of the 1968-69 academic year in the Socialist Republic of Serbia there were more secondary school pupils than in the whole of Yugoslavia 30 years ago (the 1938—39 academic year). In Serbia proper there are 184,684 secondary school pupils; in Vojvodina — 70,030 pupils; and in Kosovo secondary schools — 32,366. However, if we study these data in relation to the number of population or the number of active population in different areas, the order is somewhat different. First place is taken by Vojvodina with 3.88% pupils, second place — Serbia proper with 3.82%, and third place — Kosovo with 3.35% pupils. The majority of secondary school pupils in the Socialist Republic of Serbia come from agricultural families — 86,341 pupils or 29.8%. However, if we measure this number of pupils according to the number of active population in specific categories, then children from agricultural families (active persons) take last place (with 3.1%) while children from financial, office worker, and related families take first place with 27%, the children of functionaries — 25%, welfare children (including military persons) — with 20%, the children of traffic and transportation employes — 15%, the children of parents engaged in commercial occupations — 11%, and the children of miners, industrial and craft employees — with 8.3% participaction, etc.